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AUTHOR Banmen, John; Capelle, Ron
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ABSTRACT

It is assumed that too few principals, teachers and counselors possess the necessary personal characteristics which facilitate the growth or self actualization of students. This study investigates whether these qualities could be developed, using a model of human relations training. Four hypotheses were formulated: (1) teacher self actualization, as measured by the Personal Orientation Inventory, will be higher after human relations training; (2) attitudes toward the educational process, as measured by the Educational Process Opinionnaire, will change; (3) human relations training will increase the value, to the participants, of inclusion and affection, and decrease the value of control; and (4) participants' post-training overt behavior will be more consistent with the behavior they desire from others. Hypotheses I and II were supported, i.e. there were significant changes in the direction predicted. Hypotheses III and IV received partial support. It is concluded that human relations training can be of value in assisting educational personnel development of personal characteristics which enhance their functioning. (TL)

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MANITOBA

# HUMAN RELATIONS TRAINING IN THREE RURAL MANITOBA HIGH SCHOOLS

JOHN BANMEN
RON CAPELLE

MANITOBA DEPARTMENT OF YOUTH & EDUCATION

PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE NATIONAL COUNCIL ON HUMAN RELATIONS, WINNIPEG, APRIL, 1971

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# HUMAN RELATIONS TRAINING IN THREE RURAL MANITOBA HIGH SCHOOLS*

John Banmen
Ron Capelle

## I. INTRODUCTION

Educational systems are beginning, at least at a theoretical level, to accept some responsibility for the full development or actualization of student potential. For example, the Core Committee Interim Report (1970, 3) states that:

> The basic purpose of education is to provide an instrument through which each individual realizes self-respect, self-fulfillment, and his relevance in a dynamic society, and that it is mandatory that the educational system be ongoing, flexible, and centred on the human needs of the students that it is designed to serve.

This emphasis is related to a new view of education. It has traditionally been limited to cognitive development, but Elizabeth Drews (1966, 113) notes that "in the broadest sense, to be educated is to learn to live." Living, of course, includes emotional or affective development as well as cognitive development. Jersild (1968, 54) tells us that the normal person comes to terms with himself more on an emotional basis than on an intellectual basis. Therefore, affective development is a vital part of the full development of individual potential or self-actualization.

However, this presents a dilemma. With some exceptions, neither the schools as organizations, nor the school staffs as individuals, are equipped to deal in the affective realm. Schools tend to be run by directive administrators and have closed climates and bureaucratic structure. A recent study of Manitoba high schools (Hemphill, Capelle, and Yakimishyn, 1971) shows that this type of organization is negatively related to the self-actualization of high school students. They advocate the development of "actualized organizations" which would be based on democratic leadership, open climates and non-bureaucratic structures. These organizations would be more facilitative of self-actualization.

This type of organization restructuring will necessarily involve changes in the traditional roles of principals, teachers and counsellors, The Hall-Dennis report (Living and Learning, 1968, 199) recommends that "the principal is free from administrative detail and is encouraged to function as a consultant, advisor, coordinator, and counselor for all

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elements of his school." It will also become necessary "...to utilize the services of teachers in the mainstream of the counselling process," (Core Committee Interim Report, 1970, 8). As well, counsellors will need more skills in facilitating personal growth, and will likely become more involved with staff problems in the future.

While both organization actualization and role change are integral to the question of self-actualization of students, they are beyond the scope of this paper. The problem which this project considered is even more basic--how can the staffs of schools be assisted in developing the personal characteristics which will allow them to assist students in developing in the direction of self-actualization? Let us first consider the two assumptions of this statement: (1) there are certain personal characteristics which facilitate self-actualization, and (2) many principals, teachers and counsellors do not demonstrate these characteristics.

Truax and Carkhuff (1967) cite some 118 separate research studies which indicate that three facilitative conditions are antecedent to both constructive personality and behavior change. These are empathy, warmth and genuineness. As well, Rogers (1969, 106) states that "significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner." Rogers refers to these qualities as realness, prizing, acceptance and trust, and empathic understanding. It would, therefore, seem that certain personal characteristics do facilitate growth or self-actualization.

Truax and Carkhuff (1967) also indicate that few people, including counsellors, have these characteristics at facilitative levels. Our assumption, therefore, that many principals, teachers and counsellors do not demonstrate these characteristics seems reasonable. This is especially true considering the present emphasis, in both the educational system per se and teacher training institutions, on cognitive development. This emphasis certainly hinders the development of empathy, warmth and genuineness.

However, a crucial question is whether these qualities can be developed. If so, the theoretical educational goal of student self-actualization may be achieved. If not, educators may end up paying lip service to yet another set of idealized objectives.

The authors used the model of human relations training to facilitate the development of these characteristics. Before discussing the nature of the project, let us consider some general information on human relations training.

## II. HUMAN RELATIONS TRAINING

Human relations training, also referred ao as sensitivity training, encounter group experience, or intensive group experience, is a method for facilitating the development of self-actualization of individuals

and actualization of organizations. This method is gaining widespread professional support in numerous settings and with diverse groups of people.

George Leonard (1968, 44) in a critique on education from the year 2001 A.D. writes:

> During the 1970's most schools spent a great deal of time with encounter groups for children and educators. These served to educate the emotions and break down the old protective, defensive patterns of relating. They helped open people to all sorts of capacities they barely realized they had. Gradually, the encounter mode became a part of everything the learners did, and it was no longer necessary to set up these groups as such.

Carl Rogers (1969, 304) comments that "...one of the most effective means yet discovered for facilitating constructive learning, growth and change in individuals or in the organizations they compose is the intensive group experience.

It would be valuable at this point to consider some of the dynamics of human relations training as used in this project. It closely follows Rogers' definition of an encounter group which "tends to emphasize personal growth and the development and improvement of interpersonal communication and relationships through an experiential process." (Rogers, 1970, 4)

While it is impossible, due to the different composition of every group, to formulate a specific process order, it is possible to observe general trends in group development. (Some of the following comments are from Rogers, 1970, 4.)

The facilitator develops a climate of safety, where freedom of expression and reduction of defensiveness gradually occurs. As trust develops, participants feel freer to express real feelings, both positive and negative. This openness allows participants to more fully hear each other and learn from each other. There is also a development of feedback from one person to another, such that participants can learn how they appear to others. This allows a participant to recognize and change self-defeating ways of relating and develop more constructive behaviours. This process subsequently facilitates more adequate and effective relationships. It also leads to greater self-acceptance, and less of a need for rigid, defensive ways of relating. The improved, more honest communication also allows more total personal involvement, and the development of new ideas, new concepts and new directions. Change becomes a desirable rather than a threatening possibility.

## III. HYPOTHESES AND INSTRUMENTATION

Having considered the general nature and process of human relations training, let us look more specifically at the outcomes, and their re-

lationship to the current needs of the educational system.

The educational system needs principals, teachers, and counsellors who are warm, genuine and empathic. Without this type of person, learning, both at cognitive and affective levels, will be retarded. In order to ascertain whether human relations training can facilitate the development of these characteristics, we must have a means of measuring them. Carkhuff (1968) developed research scales to measure them. His approach requires the person being evaluated to be taped in a facilitating role. This is a fairly complex technique, beyond the scope of this project.

However, Bergin and Solomon (1963) found that personality disturbance of a counsellor interferes with the quality of the therapeutic relationship which he establishes with a client. It would, therefore, seem likely that a positive association exists between the counsellor's level of well-being or self-actualization and his ability to communicate warmth, genuineness and empathy. Foulds (1969) supported this proposition in a research project with 30 graduate counselling students. We can, therefore, conclude that if an increase in the level of self-actualization occurs as a result of a human relations training group, it is indicative of an increased ability to provide the conditions of warmth, empathy and genuineness.

The measure of self-actualization used in Fould's experiment, and also used in our project is the Personal Orientation Inventory (POI). It was developed by Shostrom (1964, 1966) and is a comprehensive measure of values and behaviors that are important in the development of self-actualization. It consists of 150 two choice comparative judgments which are scored twice, once for the two ratio scales and once for the ten sub-scales. The definitions of the twelve scales are given in Appendix A.

The first hypothesis, therefore, is that teacher self-actualization, as measured by the Personal Orientation Inventory, will be higher after the human relations training group than before. This would be indicated by a decrease in either of the two ratio scales or an increase in any of the ten subscales.

What other outcome could be measured in order to evaluate the human relations training experience? Let us consider attitudes to the educational process. Flanders and Norman (1970) found that attitudes towards the educational process related to a teacher's level of self-actualization. They also found that teachers experiencing human relations training tended to relate to their pupils in a more positive manner. This seemed to be related to a change in the attitudes of the teachers to the educational process. Lee (1970) also found that human relations training had a significantly positive effect in teacher attitudes toward children, personal relationships and teaching as a career. He found significant changes in the behavior of pupils of teachers who had participated in human relations training, indicating that the changed attitude resulted in changed behavior. We can, therefore, conclude that a change in attitude towards the educational process is an important variable to be considered. The instrument used in the two previously mentioned experiments was the Minnesota Teacher Attitude Inventory (Cook et al, 1951). However, the authors of this project used a more recent, somewhat different instrument called the Educational Process Opinionnaire. It was developed by Wehling and Charters (1969), and

measures teacher beliefs about the teaching process. It consists of 86 questions which are evaluated on a continuum from one to five. The nine scales are defined in Appendix B.

The second hypothesis, therefore, is that attitudes towards the educational process, as measured by the Educational Process Opinionnaire, will change. More specifically, the teacher will be seen as more concerned with student needs and more involved with students while being less concerned with extreme order or the importance of subject matter per se. This would be indicated by an increase in the ratings of any of the following scales: Personal Adjustment Ideology, Student Autonomy, Consideration of Student Viewpoint, Student Challenge and Integrative Learning; and a decrease in any of the following scales: Subject Matter Emphasis, Teacher Direction, Emotional Disengagement and Classroom Order.

It would also be useful to supplement the above outcome evaluations with a third measure. Some work has been done on the Fundamental Interpersonal Relations Orientation-Behavioral (FIRO-B). It was developed by Shutz (1958, 1967), and measures the ways an individual characteristically relates to other people. It consists of 54 questions which are evaluated on a continuum from one to six. The six scales are defined in Appendix C.

The FIRO-B measures both expressed behaviour (behaviour expressed by individual to others) and wanted behaviour (behaviour wanted by the individual from others)in the areas of control, affection and inclusion (being included in a group).

Two minor hypotheses will be tested. The first is that human relations training will increase the value, to the participants, of inclusion and affection and decrease the value of control. This hypothesis is largely based on the assumption that our society in general, and the educational system in particular, overemphasize the area of control, and underemphasize the areas of inclusion and affection.

The danger of over-control is recognized by Perls (in Shostrom, 1968, vii) who claims that modern man "controls and manipulates others and is caught in the web of his own manipulations." Shostrom (1968, 23) develops a thesis that self-actualization lies at the opposite end of a continuum from manipulation. Therefore, a decrease in control could be seen as movement in the direction of self-actualization.

Similarly, an increase in the value of inclusion is consistent with some psychological theory. May (1967, 3) notes that a "characteristic of modern people is loneliness." Fromm (1963, 8) claims that the "deepest need of man, then, is the need to overcome separateness, to leave the prison of his aloneness." Therefore, an increase in the value of inclusion could be seen as a recognition of and response to a dilemma of twentieth-century existential man.

Finally, an increase in the value of affection is also consistent with some psychological theory. The meaning of affection is similar to the general meaning of love--not an exclusive, romantic love--but a love composed of "certain basic elements common to all forms of love. These are care, responsibility, respect and knowledge" (Fromm, 1963, 22). Fromm (1963, 6) claims that love is "the answer to the problem of human existence." Love, or affection, seems to be at the deeper level of being than inclusion, and is integral to individual development.

It should be noted that the hypothesis, while indicating directions of growth which seem positive, does not imply that absolute movement in these directions would be beneficial, nor even that the particular movements would be growth for all individuals. For instance, a person with an extremely high value on inclusion may sacrifice personal integrity and freedom to be included in others' activities. For such a person a decrease in the value of inclusion would be seen as growth. However, in general, the hypothesis should be appropriate.

The second minor hypothesis, related to the FIRO-B, is that there will be less difference between expressed and wanted behaviour along each of the three continuums previously mentioned, in the participants after the human relations training group. In other words, a person's overtly expressed behaviour will be more consistent with the behaviour one wants others to express. The assumption is that often a large gap between expressed and wanted behaviour is inauthentic and deleterious. This hypothesis was supported by Smith (1964) and partially supported by Pollack (1970).

It should be noted that the two minor hypotheses related to the FIRO-B, while not as crucial to the evaluation of human relations training as an aid to education as are the POI (self-actualization) and the EPO (educational values), are valuable as additional information on the outcome of human relations training.

The fifth and final hypotheses is that participants in the human relations training groups will see the experience as beneficial and worthwhile, and that specific comments related to their perception of growth will support their having had a positive experience.

## IV. METHODOLOGY

A rural Manitoba school division requested that human relations training groups be made available to the staffs of the four high schools in the division. These groups would serve the dual purpose of providing in-service training to the schools and providing an opportunity to establish a research base for human relations training in Manitoba.

It was decided to hold a separate group for each school, to be held

on a voluntary basis. At the smallest of the four schools there was not a sufficient number of volunteers, and no group was held. However, approximately 75 per cent of the staffs of the other schools volunteered, and three groups were held. The sizes of the three groups were 13, 15 and 17 participants. As well, there was a facilitator and co-facilitator in each group. The co-facilitator participated in all three groups; one facilitator led two groups and the other led one group.

All groups began on a Thursday evening, lasted until a Sunday afternoon, and were non-residential. Sessions generally ran from 9:00 a.m. to 12:00 p.m., 1:00 p.m. to 5:00 p.m. and 7:00 p.m. to 10:00 p.m. A pre-test was held on the Thursday just before the group began; a post-test was held the following Thursday; and a written subjective evaluation was done on the Sunday morning of the group. The research functions were carried out by the group co-facilitator.

Two attempts to establish control groups failed. The one school which did not have a group refused to complete the tests. As well, staff members who did not participate in the groups but volunteered to write the tests were different from the group members (i.e., mainly auxiliaries--teacher aides, librarians, etc., rather than teachers), and therefore not acceptable as a control group.

The 45 group participants consisted of 33 teachers, 4 administrators, 6 counselors and 2 aides. Of these 40 completed the subjective evaluation and 36 completed the pre- and post-tests. Demographic data was obtained from the 36 participants who completed the tests. The average age was 29. There were 24 males and 12 females. Twenty-four participants were married while 12 were single. The average number of years of teaching experience was 5. The average number of years at their present school was 4, and the average number of years of post-secondary education was 4.

## V. RESULTS OF TESTS

The empirical results are shown in Tables I to IV.

Table I shows the pre-post-test changes on self-actualization as measured by the POI. Increased self-actualization is indicated on seven of the twelve scales. Of particular note is the fact that the Support Ratio scale indicates significantly increased self-actualization. This scale is the single best indicator of self-actualization on the POI, since it is composed of 127 of the 150 questions. Since all seven significant changes are in the direction of self-actualization, Hypothesis I is supported.

Table II shows the pre-post-test changes on educational values, as measured by the EPO. There were significant increases in the

TABLE I

PRE-TEST AND POST-TEST PERSONAL ORIENTATION INVENTORY (POI) SCALE MEANS AND T-TEST VALUES (N = 36)

| Scale | Pre-test Mean | Post-test Mean | t Value |
|---|---|---|---|
| Time Ratio | 0.39 | 0.34 | 0.89 |
| Support Ratio | 0.56 | 0.44 | 3.26** |
| Self-Actualizing Value | 19.9 | 19.7 | 0.45 |
| Existentiality | 20.9 | 22.8 | 3.43** |
| Feeling Reactivity | 15.1 | 16.5 | 3.54** |
| Spontaneity | 12.2 | 13.1 | 2.16** |
| Self-Regard | 10.7 | 11.0 | 0.71 |
| Self-Acceptance | 15.6 | 17.6 | 3.97** |
| Nature of Man | 9.4 | 9.1 | 1.16 |
| Synergy | 7.2 | 7.4 | 0.85 |
| Acceptance of Aggression | 14.1 | 15.6 | 3.24** |
| Capacity for Intimate Contact | 16.7 | 18.7 | 3.60** |

**p < .01, one-tailed test

TABLE II

PRE-TEST AND POST-TEST EDUCATIONAL PROCESS OPINIONNAIRE (EPO) SCALE MEANS (STANDARDIZED) AND T-TEST VALUES (N = 36)

| Scale | Pre-Test Mean (Standardized) | Post-Test Mean (Standardized) | t Value |
|---|---|---|---|
| Subject-Matter Emphasis | 49.4 | 48.3 | 1.31 |
| Personal Adjustment Ideology | 47.8 | 52.7 | 2.29* |
| Student Autonomy | 48.8 | 53.4 | 3.39** |
| Teacher Direction | 50.0 | 46.2 | 2.50** |
| Emotional Disengagement | 50.6 | 47.1 | 1.88* |
| Consideration of Student Viewpoint | 47.9 | 51.4 | 1.81* |
| Classroom Order | 49.3 | 47.7 | 0.96 |
| Student Challenge | 47.0 | 49.0 | 1.16 |
| Integrative Learning | 48.1 | 50.1 | 0.98 |

*p < .05, one-tailed test
**p < .01, one-tailed test

importance of personal adjustment, student autonomy, and consideration of student viewpoint. There were significant decreases in the importance of teacher direction and emotional disengagement. Since all of these significant changes are in the direction predicted, Hypothesis II is supported.

Table III shows the pre-post-changes in interpersonal relations, as measured by the FIRO-B. There is a significant decrease in expressed control and a significant increase in wanted inclusion. Since these are both in the direction predicted, Hypothesis III has partial support.

Table IV shows the pre-post-test changes in the difference between expressed and wanted behavior in interpersonal relations, as measured by the FIRO-B. There is a significant decrease in the difference between expressed and wanted inclusion. Since this change is in the direction predicted, Hypothesis IV has partial support.

## VI. SUBJECTIVE EVALUATIONS

Forty of the participants wrote subjective evaluations of the human relations training experience. Thirty-seven were positive, three were neutral, and none were negative. The neutral statements indicated that the experience, while not harmful, had not resulted in significant growth. It was especially noteworthy that no one felt destroyed or incapacitated by the experience.

Of the thirty-seven participants who reported an overall positive experience, three made statements indicating some lack of growth. Their statements (paraphrased) are:

Crying is bad
I always knew myself
Others have problems, not me

However, there was a wide array of positive statements. This indicates that the diversity of experience is as broad as the number of people in the group. Some of the reactions (paraphrased) were:

I've felt for others, not just myself
The results are astonishing
I am more tolerant of others' faults and weaknesses
I feel at peace with myself and others
I can trust others more
I can show my real feelings more
I accept my body
People want to be loved but are afraid to show it
Hostilities are easily resolved with honesty
I have rediscovered God's laws

TABLE III

PRE-TEST AND POST-TEST FUNDAMENTAL INTERPERSONAL RELATIONS ORIENTATION - BEHAVIORAL (FIRO-B) SCALE MEANS AND T-TEST VALUES (n = 36)

| Scale | Pre-Test Mean | Post-Test Mean | t Value |
|---|---|---|---|
| Expressed Inclusion | 5.72 | 5.89 | 0.56 |
| Expressed Control | 3.58 | 3.00 | 1.95* |
| Expressed Affection | 3.75 | 4.28 | 1.41 |
| Wanted Inclusion | 4.72 | 5.64 | 2.62** |
| Wanted Control | 4.53 | 4.58 | 0.12 |
| Wanted Affection | 5.39 | 5.86 | 1.34 |

*p < .05, one-tailed test
**p < .01, one-tailed test

TABLE IV

PRE-TEST AND POST-TEST MEANS AND T-TEST VALUES ON DIFFERENCES BETWEEN EXPRESSED AND WANTED SCALES OF THE FUNDAMENTAL INTERPERSONAL RELATIONS ORIENTATION-BEHAVIORAL (FIRO-B) (n = 36)

| Scale | Pre-Test Mean | Post-Test Mean | t Value |
|---|---|---|---|
| Inclusion (Expressed-Wanted) | 1.67 | 2.03 | 1.74* |
| Control (Expressed-Wanted) | 3.06 | 2.97 | 0.18 |
| Affection (Expressed-Wanted) | 2.64 | 2.25 | 1.03 |

*p < .05, one-tailed test

I trust my emotions
I thought I'd be rejected but wasn't
My relationship with my wife is better
I can accept myself
I feel more self-confident
I feel a strong bond with others here
I can understand others better
I can now accept criticism
I can now accept praise
Communication is basic tool of people
I have never felt as close to other people
People without masks are beautiful
I can now relax
I'm more in tune with my feelings
Crying can be so cleansing
I'm more aware of how I appear to others
I have more confidence in my judgment
People seem more real and worthwhile
I've experienced so many feelings--happiness, sadness, love, disgust, bitterness, trust

These statements certainly support the fifth hypothesis that participants would not only feel that the human relations training experience had been beneficial, but also give specific examples of such benefits.

## VII. DISCUSSION

Before discussing the results, it is necessary to mention that the project was quasi-experimental. The participants were not randomly selected and, therefore, generalizations beyond the school division involved are difficult. There was no control group, so the effects of writing the same tests twice and extraneous events taking place between the writings of the two tests were not controlled. (See Campbell and Stanley, 1963.) There were no reports from outside observers to confirm reported changes. The research and training functions were combined, which could have affected the results. Therefore, the weaknesses of the project prevents firm conclusions.

However, the results are still of value as long as we are cognizant of this fact. We can evaluate the outcomes of this particular project with caution, recognizing that contaminating factors may or may not have affected the results.

Let us first consider the changes in the level of self-actualization (Table I). It is interesting to note that Guinan and Foulds (1970, 146), measuring the effects of human relations training on self-actualization, found increases on the same seven scales as did the authors of this project. This could indicate either some very similar factors involved in the two projects, or a pronounced sensitivity of the Personal Orientation Inventory to certain variables. Three of the scales which did not change significantly (Self-Actualizing Value,

Nature of Man and Synergy) are relatively philosophical in nature. This could indicate that the type of human relations training groups used in this project are more effective in facilitating change at a more personal level. It would seem that, accepting the validity of Foulds' (1969) study, the increase in the level of self-actualization of the participants was accompanied by an increase in empathy, warmth and genuineness.

The changes in educational values (Table II) were all in the direction of improved relationships between teachers and students. The student becomes more respected and trusted, as indicated by an increase in Consideration of Student Viewpoint and Student Autonomy, and a decrease in Teacher Direction. The emotional and personal development of the pupil becomes more important as indicated by an increase in Personal Adjustment Ideology. Perhaps most importantly, the relationship between the pupil and teacher becomes much closer, as indicated by a decrease in Emotional Disengagement. These changes all seem to be in the direction that would be beneficial to the facilitation of student self-actualization by the school staff.

The results on the FIRO-B (Tables III and IV) while supportive of the hypotheses, are not as strong as the preceding results. It is obvious that the most growth took place in the area of inclusion, and the second most growth in the area of control. There was no significant change in the area of affection. This may indicate that growth in interpersonal relationships begins with inclusion, continues with control and then evolves into affection.

This conclusion is supported by Shutz (1967) who states that the area of inclusion "usually occurs first in the life of a group" (Shutz, 1967, 135); "control problems usually follow those of inclusion in the development of a group" (Shutz, 1967, 172); and "since affection is based on the building of emotional ties, it is usually the last phase to emerge in the development of a human relation" (Shutz, 1967, 195). This lack of change, therefore, indicates that the groups didn't develop as much as they might have, even though the results indicate a great deal of significant growth. This may be accounted for by the fact that the groups were family groups and members have ongoing relationships with each other. They, therefore, tend to be more cautious than they would be with strangers. As well, the length of the groups was relatively short (three and a half days) and the groups were relatively large (an average of fifteen participants per group).

Finally, the subjective evaluations are positive, as expected. However, what is particularly interesting is the richness and diversity of the participants' statements. They are not general "It was a good experience" endorsements, but indicate many different areas which were positively affected by the experience.

## VIII. CONCLUSION

Bearing the limitations in mind, it is still possible to conclude that there were measurable changes in self-actualization, educational values and interpersonal relations in the staffs of three small rural Manitoba high schools after a three-and-a-half day non-residential human relations training group. All of these significant changes on the three standardized tests were in the hypothesized direction, and the subjective evaluations of the participants supported the empirical results.

Although generalizations are not possible due to methodological weaknesses, this study is supportive of other studies which have been mentioned and which indicate the value of human relations training in assisting educational personnel in the development of personal characteristics which allow them to function more fully and effectively.

# APPENDICES

# APPENDIX A

## DESCRIPTION OF POI SCALES

1. Time Competent - "present" oriented and able to tie the past and future to the present in a meaningful way.

2. Inner Directed - influenced in decisions more by internal motivations than by external pressures.

3. Self-Actualizing Value - acceptance of values described as being self-actualizing.

4. Existentiality - flexibility in applying such values to one's life.

5. Feeling Reactivity - sensitivity to one's own emotions and needs.

6. Spontaneity - ability to express feelings in spontaneous action.

7. Self-Regard - liking and valuing one's self because of personal strengths.

8. Self-Acceptance - acceptance of one's self while being aware of one's weaknesses and deficiencies.

9. Nature of Man - seeing man as being essentially good.

10. Synergy - ability to see relationships between seeming opposites in life.

11. Acceptance of Aggression - acceptance of anger or aggression within one's self as being natural.

12. Capacity for Intimate Contact - ability to develop warm, meaningful relationships with other human beings.

## APPENDIX B

## DESCRIPTION OF EPO SCALES

1. Subject-Matter Emphasis - subject matter is most important part of educational process.

2. Personal Adjustment Ideology - instructional process should be organized around student interests and needs in order to contribute to social and emotional development.

3. Student Autonomy - students must be given substantial autonomy and freedom from teacher direction.

4. Teacher Direction - to insure maximal learning, teacher must control and direct all activities.

5. Emotional Disengagement - teachers should be somewhat aloof, and not be personally involved in concerns and problems of students.

6. Consideration of Student Viewpoint - acceptance of empathy as an instructional strategy.

7. Classroom Order - learning is facilitated by a high degree of order and decorum in the classroom.

8. Student Challenge - students must be challenged by difficult tasks in order to learn.

9. Integrative Learning - learning only evolves when students understand relationships between facts and their personal experience or the broader aspects of the world.

## APPENDIX C

## DESCRIPTION OF FIRO-B SCALES

1. Expressed Inclusion - making efforts to include other people in one's activities, and have others include oneself.

2. Expressed Control - try to exert control and influence over others.

3. Expressed Affection - making efforts to express friendly and affectionate feelings to others.

4. Wanted Inclusion - wanting to be included in others' activities.

5. Wanted Control - wanting others to control and influence oneself.

6. Wanted Affection - wanting others to express friendly and affectionate feelings to oneself.

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Biographical Notes

Dr. John Banmen received his master's degree in counselling and educational psychology from the University of British Columbia. His doctorate in counselling psychology is from the University of Wyoming. He is the Provincial Supervisor of Student Personnel Services for the Province of Manitoba. Presently he is the president of the Manitoba Human Relations Association, an executive member of the National Council on Human Relations and president-elect of the Canadian Guidance and Counselling Association.

Ron Capelle is a Research Assistant with the Planning and Research Branch of the Department of Youth and Education. He has a B. A. (Hons.) in psychology from the University of Winnipeg. He has been actively engaged in human relations workshops in Manitoba and California. He is co-author of a research project called *Student Self-Actualization and Organization Actualization in Manitoba High Schools*.

This fall he will be a graduate student in counselling psychology at York University.